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ABSTRACT

This stylebook provides guidelines for the uniform editing of student newspapers and summarizes rules now widely accepted by student journalists, faculty advisors, and parents based on practices advocated in curriculum guides, textbooks, and other instructional materials used in the teaching of English. Some of the rules of editing covered include suggestions on format, margins, column length and width, abbreviations, capitalization, punctuation, spelling, numerals and figures, and quotations. In addition, rules for editing sports reporting are given. The rules presented in this stylebook are consistent with those in the Associated Press and United Press International stylebooks. (RB)

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QUILL AND SCROLL

STYLEBOOK

A Guide for Writers and Editors

A Manual of Style
With Recommended Practices
For High School Publications

Published by
QUILL AND SCROLL FOUNDATION
School of Journalism
University of Iowa
IOWA CITY, IOWA

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STYLEBOOK

A Guide for Writers and Editors

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QUILL AND SCROLL

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Iowa City, Iowa 52242

Foreword

The purpose of **Quill and Scroll Stylebook** is to provide for the uniform presentation of the printed word in student newspapers. It summarizes rules now widely accepted by student journalists and their advisers as well as by newspaper readers among students, faculty and parents.

This style guide is based on common practices advocated in curricular guides, textbooks and workbooks used in the teaching of English. Insofar as possible it is consistent with the common style adopted by the Associated Press and United Press International. Accordingly it stresses clarity and consistency.

Every student newspaper staff should have a style guide. It may adopt this style guide as it is. It may write in the changes that fit its situation. It may develop a complete style guide as do many publishers of printed mass media.

The preliminary draft of this style guide was examined by many high school and college journalism teachers. Significant improvements were made on the basis of their constructive suggestions, although there were occasional differences of viewpoint.

If space permitted, we would list the names of all the able persons who have helped to make this style guide a reality. The editors owe a deep debt especially to Warren Brier, School of Journalism, University of Montana; Bruce Minteer, Senior High School, Scottsbluff, Neb.; Sister M. Rita Jeanne, St. Rose Convent, LaCrosse, Wis.

None of these contributors is to blame for any inadequacies in this style guide, but each has helped to make it better.

Laurence R. Campb l
Margaret Cash

Iowa City, Iowa
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1.00 BASIC POLICIES

1.11 Role

Responsible mass media perform a vital and indispensable service in world affairs. Responsible student newspapers play a vital and indispensable service in student affairs. Each may be a dynamic force in informing and entertaining, guiding and inspiring its public.

1.12 Responsibility

The student journalist is responsible. Others with whom he works—staff members, advertisers, and the adviser—can depend upon him. He meets deadlines, completes assignments, and looks for extra tasks to perform, putting service above self.

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1.13 Leadership

The student journalist is a leader. As a leader, he also is a thinker. He tolerates honest differences of viewpoint. In editorials, columns, reviews, and articles, he bases conclusions on sound reasoning, verified evidence, putting school welfare above personal interest.

1.14 Creativity

The student journalist is creative. He explores his ability to express himself with originality and imagination. He avoids the vulgar, obscene, and profane, stressing good taste. He never submits the writing of another person as his own. Nor does he use copyrighted material without the permission of the publisher.

1.15 Honesty

The student journalist is honest. As an editorial staff member he gives credit where it is due, verifying facts that come to his attention. As a business staff member he accounts exactly for the funds he handles and the commitments he makes. Under all conditions he conserves the supplies and resources of the staff and safeguards the property of the newspaper and the school.

1.16 Courtesy

The student journalist is courteous. He observes the social amenities in his relations with staff members, the teachers, advertisers, and others whom he meets. He keeps in mind the fact that he represents the staff and the school.

1.17 Resourcefulness

The student journalist is resourceful. Aware of his own fallibility, he keeps an open mind. He never accepts or rejects ideas simply because they are old or because they are new. He is tenacious in his search for essential details.

1.18 Fairness

The student journalist is fair. He treats others as he wants to be treated. He does not ridicule, humiliate, or embarrass others. He shuns prejudice, avoiding biases of all kinds.

1.19 Freedom of the Press

The student journalist believes in freedom of the press. He accepts it as a necessity in a democracy. As a future citizen he abhors censorship, differentiating between liberty and license.

2.00 COPY

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Format

2.11 Use white unruled copy paper, 8½ by 11 inches for all copy.

2.12 Use only one side of the paper.

2.13 Use margins of one and one-half inches on either side and at the top and bottom of the pages unless copy fitting policies differ.

2.14 Start each article one-third to one-half the way down on the first page.

2.15 Continue each article on succeeding pages about one and one-half inches from the top.

2.16 Write "more" at the bottom of each page from which the article is continued.

2.17 Write "30" or "#" at the end of each article and circle "30" or "#".

2.18 Write only one article on a page unless a series of items or personals is to appear under a single headline.

2.19 Avoid breaking words at the end of a line.

2.20 Avoid breaking paragraphs from one page to another.

Typewritten Copy

2.21 Set left margin (elite typewriter) at 15 and right margin at 100 or at the appropriate figures so that one typewritten line equals three printed lines in your newspaper's columns. Limit these paragraphs to about two and one-half lines.

2.22 Set left margin (pica typewriter) at 15 and right margin at 80 or at the appropriate figures so that each typewritten line equals two printed lines in your newspaper's columns. Limit these paragraphs to about three and one-half lines.

Handwritten Copy

Use a soft black pencil that produces an impression clear enough to be read easily. Write on every other line if you use lined paper.

2.23 Leave ample space between lines for corrections.

2.24 Write vowels and "ni," "n," "w," with care.

2.25 Print in capital letters names, technical terms, or words difficult to decipher.

Guidelines

Place approximately an inch from the top in the upper left-hand corner of each page.

2.26 Identify the article and a dash and the respective page number to the right of the slug—1 (guideline) — Minteer speech — 2, Tacoma game — 2.

2.27 Type your name on the second line—Jane Wright, Frank Booth.

2.28 Note the main department for whom the copy was prepared on the third line—History Department.

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2.29 Date the copy was submitted on the fourth line—March 11, April 15.

2.30 Circle the foregoing content on each page.

Example

Minteer speech — 2	Tacoma game — 3
Jane Wright	Frank Beech
News	Sports
March 11	April 15

Place the slug identifying the story on each page on which it appears. Minteer speech—2 Tacoma game—3.

Copy Handling

2.31 Double space all copy. (Some staffs prefer triple space.)

2.32 Indent every paragraph five spaces.

2.33 Keep lead paragraph short, preferably under 35 words.

2.34 Keep other paragraphs short, preferably two column inches or less or about 70 words.

2.35 Vary sentence length, but let sentences average 18 to 20 words a sentence.

2.36 Start leads with the "who" or "what," "why" or "how," usually; seldom with "when" or "where."

2.37 Keep a carbon of your story.

2.38 Center byline above the lead in boldface. If a title or position is included, center it beneath the name. (Some staffs prefer capitalized bylines.)

2.39 Arrange datelines prepared by the staff in news releases for local news media thus: EUGENE (Special) — lead.

2.40 Prepare an insert if you obtain extensive additional material after the article is written. Mark the correct notation on the original copy to indicate point at which insert is to be made.

2.41 Rewrite the article entirely if the original article is poorly written or has many mistakes in writing.

2.42 Do not write over copy to correct it; instead "x" out the copy to be eliminated.

2.43 Do not write on right or left margins; use the upper and lower margins if necessary.

2.44 Use copyreading symbols to correct copy for the printer, placing corrections immediately above the point of correction, between typewritten lines.

3.00 ABBREVIATIONS

Abbreviate only to simplify and clarify newspaper content. Use only standard abbreviations published in dictionaries. Be sure the abbreviation is appropriate in context.

Abbreviate:

3.11 Clergymen—Catholic

Archbishop or bishop: Most Reverend Leonard P. Cowley, D. D., but His Excellency or Bishop Cowley.

Brother: Brother Philip McGee, FSC or SJ or SM, etc., initials depend upon the order of Brother Philip or Brother Philip McGee.

Cardinal: Cardinal Joseph Ritter, D.D., but His Eminence or Cardinal Ritter.

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Monsignor (Domestic Prelate): Rt. Rev. Msgr. John Hunt but Msgr. Hunt.

Monsignor (Papal Chamberlain): Very Rev. Msgr. William Grant but Msgr. Grant.

Order Priest: Rev. Gerald Boyle, SJ or OP or OFM etc., initials depend upon Order, but Father Boyle.

Priest: Rev. James Brown but Father Brown.

Sister: Sister Helen Riepel, FSPA or SSND or OAF etc., initials depend upon Order, but Sister Helen.

Within the context of the article "the" should precede the title and name: "Humane Relations will be discussed by the Rev. Gerald Boyle, SJ, at assembly today."

3.12 Clergymen — other

In general, Rev. Davis Thomas but the Rev. Mr. Thomas. Christian Science: Reader Edward Baker but Reader Baker.

Jewish: Rabbi John Wise but Rabbi Wise.

Latter Day Saints: Elder John Root but Elder Root.

Lutheran: Pastor Sven Svensen, but Pastor Svensen.

Methodist: Pastor James A. Moore but the Rev. Mr. Moore.

3.13 Fort — in army post, but not in city name.

3.14 High school's name if clearly understood: MUHS for Marysville Union High School.

3.15 Junior and senior after proper names: John Jones Sr.; John Jones Jr. (commas are not used to set off Jr. or Sr.) Some English teachers and textbooks still prefer to use the comma to set off Jr. or Sr.

3.16 Months of the year when used with specific dates: Jan., Feb., Aug., Sept., Oct., Nov., Dec., for example, Nov. 7, but not March, April, May, June, July.

3.17 Mount: in peak, Mt. Hood; not in city, Mount Vernon.

3.18 Numbers when used with specific figures: No. 13; also Vol. I, Fig. 3.

3.19 Organization's names also used — without periods — if clearly understood: FFA, FTA, P-TA.

3.20 Points of compass when used with names of streets: 2103 E. Randolph Circle.

3.21 Provinces in Canada when preceded by name of a city: Victoria, B. C.

3.22 Radio and television stations: WTAL, WCTV.

3.23 States when preceded by the name of a city, except Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Utah, thus: Los Altos, Calif., but California, Colorado, Florida (write out when used alone).

3.24 Streets when used with complete address: 706 Sanchez St., 1492 Multnomah Blvd., 1212 Taft Ave., but spell out other designations for thoroughfares.

3.25 Time of day: 7 a.m., 10 p.m. When a. m. or p. m. is used, it is not necessary to say in the morning or evening or afternoon.

3.26 Titles only when they precede the name: Dr. Doak S. Campbell, Rev. Hugh Kenneth Hamilton, Prof. R. E. Wolseley, Sen. Mark Hatfield.

Do NOT Abbreviate:

3.27 Cents: 45 cents, not $.45, 45 cts. or 45¢.

3.28 Christmas: never use Xmas.

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3.29 Curriculum: mathematics—not math; physical education, not P. E. or phys. ed.

3.30 Days of the week: Monday, not Mon.

3.31 Foreign countries except USSR and UAR.

3.32 Fort in city's name—Fort Collins, but in army posts, Ft. Benning.

3.33 Mount: In city, Mount Vernon; in peak, Mt. Shasta.

3.34 Per cent: 45 per cent, not 45% or 45 percent.

3.35 Personal names: spell out Chas., Geo., Jno.

3.36 Saint: Saint Paul.

3.37 Slang: slang abbreviations never should be used—b. f. for boy friend.

3.38 State: when not used with city' name—His father was born in Delaware.

3.39 United Nations—except in headlines.

3.40 United States except in highway designations—U. S. 90 or in headlines—U. S.

4.00 CAPITALIZATION

Capitalize:

If you capitalize in your newspaper copy as you do in your class assignments, you seldom will make mistakes. Experts sometimes have minor differences of opinion on capitalization style.

4.11 Athletic teams: Lions, Demons, Spartans.

4.12 Awards, appelations.

4.13 Buildings: Florida Theater, Turnbull Building.

4.14 Characters: in books, plays, comic strips, etc.

4.15 Chapters: Chapter 3.

4.16 Churches: Trinity Methodist Church.

4.17 Classes: Junior Class, Senior Class, but junior and senior when used to identify individuals.

4.18 Colors: when used to stand for the name of the school —as the Garnet and Gold tennis team won . . .

4.19 Degrees: when abbreviated—B.A., M.S., Ph.D., but bachelor of arts, master of science, doctor of philosophy.

4.20 Deity: God, Holy Spirit.

4.21 Departments of school: Science Department.

4.22 Documents: Constitution (referring to U. S. Constitution), Declaration of Independence, Bill of Rights.

4.23 Educational institutions: Grand Junction High School, Syracuse University.

4.24 Figures: Figure 13.

4.25 First words: in sentences, direct quotations and lines of poetry, specific dialogues or political aims.

4.26 Geographic regions: the West, the South.

4.27 Holidays: Christmas, Passover, Thanksgiving Day.

4.28 Magazines: Life, Look, Newsweek.

4.29 Nationalities: Chinese, Mexicans.

4.30 Newspapers: the St. Louis Post-Dispatch, the Leon High Life. Article "the" may be capitalized if it is in the name. Do not use quotations, italics, or boldface.

4.31 Political organizations: Republicans, Democrats.

4.32 Races: Negro, Caucasian; use only when essential to news and never disparagingly.

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4.33 Radio Stations: WGN.

4.34 Room: when used to precede numerals—Room 13.

4.35 Significant words: in names of associations, plays, articles, songs, books.

4.36 Television stations: WCTV.

4.37 Titles, when they precede names: Principal Robert Stevens, Robert Stevens, principal; not "false" titles, pitcher Tom Burns.

4.38 Trade names: names of brands, Scotch tape, Coca Cola, but avoid use in news stories.

4.39 Wars: World War II, Korean War.

Do NOT Capitalize:

4.40 Adjectives: Derived from proper names—arabic numerals, french fried potatoes—but American, English.

4.41 Campus terms: alma mater, alumnus, faculty, graduate.

4.42 Classes: senior, junior, when used with individual names as identification, but Junior Class, Senior Class.

4.43 Courses—except specific course titles: Albegra 1, English 2, American History 1. Example: He is studying algebra; he is enrolled in Algebra 1.

4.44 Degrees: when spelled out—bachelor of arts.

4.45 Directions: Wenatchee is west of Spokane.

4.46 Government bodies, when not used as specifics: student body, city council, senate (but Phoenix City Council, Oregon Senate, etc.).

4.47 Points of the compass: east, west, except when referring to geographical regions, such as Southeastern United States, the West.

4.48 Scientific terms: classes, orders, families, genera of plants, animals, insects.

4.49 Seasons: spring, winter.

4.50 Subject of debate: Resolved: that excise taxes should be abolished.

4.51 Titles, when they are preceded by person's name: Robert Stevens, principal, or when they stand by themselves, except President when referring to the President of the United States.

5.00 IDENTIFICATION

Verify spelling and data used to identify persons. Be sure all references to persons are in good taste and that none is defamatory. A person's age, address, achievements, class, occupation, title, or special interest may be the basis of identification if relevant in the story. Use the person's first as well as last name in first references of both faculty and students.

Identify:

5.11 Alumni by class.

5.12 Men teachers as Mr. unless another title is preferable, e.g., Coach Booth.

5.13 Students as listed in official sources, e.g., classes, homerooms, positions in organizations.

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5.14 Women teachers as Miss or Mrs. unless another title is preferable.

Do NOT Identify:

5.15 By use of nicknames except in sports stories.

5.16 By use of odious or questionable references.

5.17 By reference to race or national origin unless necessary for clarity.

6.00 NUMERALS

Use figures for numbers — ordinal or cardinal — of 10 or more unless otherwise indicated. Omit ciphers except in lines of tabular matter or when necessary for clarity. Be consistent in the use of all figures: 5 out of 12, not five out of 12; 19,000 to 20,000, not 19 to 20,000. Avoid use of figures at the beginning of sentences but figures may be useful in headlines.

Use Figures:

6.11 Addresses: 1518 Belleau Wood Drive.

6.12 Ages: John Smith, 15; 9-year-old boy; 6 years old, but third year.

6.13 Auxiliary adjectives: 10-pound, 8-inch, 79-year-old.

6.14 Cardinal numbers: Beginning with 10 and up.

6.15 Chapters: Chapter 13.

6.16 Dates: Oct. 14, March 9, not March 9th but write in full when date and number precedes month or event, eleventh of March, sixth anniversary.

6.17 Distance: 10 miles.

6.18 Dimensions: 5 feet, 10 inches, not 5 ft. 10 in., nor 5' 10"; 25 by 32 by 13, not 25 x 32 x 13.

6.19 House numbers: 1718 Argonne.

6.20 Hours of the day: 6 a.m., not 6:00 a.m. (when p.m. or a.m. is used, it is unnecessary to refer to afternoon or evening or morning. Also, avoid use of o'clock.)

6.21 Money: 40 cents, $5 not $5.00.

6.22 Pages: Page 65.

6.23 Per cent: 9 per cent, not 9.0 per cent; 15 per cent.

6.24 Recipes: 2 cups of sugar.

6.25 Prices: $5 per tie.

6.26 Scores: Leon 56, Florida High 52.

6.27 Spell out when denominators are nine or less: One-third, but 4/11.

6.28 Telephone numbers: 224-7057.

6.29 Temperature: 32 degrees.

6.30 Time in races: 3:12.2.

6.31 Vote: John Smith 357, Sam Brown 285.

6.32 Weights and measures: 150-pound.

Do NOT Use Figures:

6.33 Cardinal numbers: up to 10, unless otherwise indicated.

6.34 Dates: do not use **d, nd, st.**

6.35 Denominators of nine or less: one third, but 4/11.

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6.36 Expressions: A committee of one hundred; ninety-nine out of a hundred; half a million; one man in a thousand.

6.37 Numbers together: Twelve 10-inch boards.

6.38 Sentence beginnings (or headline beginnings): Supply initial word or spell out figures. Fifteen thousand dollars or a total of $15,000, but not $15,000.

7.00 PUNCTUATION

Punctuation consists chiefly of stop, go, and caution lights in the flow of facts and ideas. Standard rules taught in high school usually are applicable in newspaper writing. When the experts differ, the writer must make a choice and be consistent in abiding with his choice.

Ampersand

Use the ampersand

7.11 Only as an abbreviation for "and" in official names of firms: U. S. News & World Report or Merrill Lynch, Pierce, Fenner & Smith.

Apostrophe

Use the apostrophe to indicate:

7.12 Class identification in the current century: class of '67, but class of 1867.

7.13 Contractions (omissions of letters or figures): didn't, '49.

7.14 Plurals of letters, figures, symbols: A's, 9's.

7.15 Possession—indefinite pronouns: nobody's business.

7.16 Possession—plural nouns ending in "s": girls'.

7.17 Possession—plural nouns not ending in "s": children's, mice's, antenna's.

7.18 Possession—singular nouns ending in "s": Keats's, James's.

7.19 Possession—singular nouns not ending in "s": girl's, antenna's.

7.20 Possession—if the repetition of the "s" sound when read aloud is awkward or objectionable drop the "s" that would come after the apostrophe.

7.21 Possession—joint: use only one apostrophe to indicate common ownership—Ellen and Colin's books.

Do NOT use the apostrophe in:

7.22 Organization's titles unless official title includes apostrophe: Girls League, not Girls' League.

7.23 Possessive pronouns: hers, yours, its.

Colon

Use the colon to indicate:

7.24 Citations: Matt. 2:14.

7.25 Clock time: 7:45 p.m.

7.26 Formal quotations, statements, summaries, listings, debate topics.

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Comma

Use the comma to indicate, separate, or set off:

7.27 Addresses: 706 Sanchez St., San Francisco, Calif.

7.28 Apposition: Sir Walter Scott, Scottish poet, also wrote prose.

7.29 Attribution: The project, Trevelyan indicated, would be unduly demanding.

7.30 Contrasting elements: Our approach should be constructive, not destructive.

7.31 Figures: 5,280; 201,043,002.

7.32 Introductory "yes" or "no": Yes, I'll vote for the measure.

7.33 Main clauses connected by "and," "or," "nor," "but" unless the first clause is accepted as the subject of the second: I tried to study, but my parents' television set almost blasted me out of the house.

7.34 Phrases and clauses preceding main clauses—if long: Hurling an 80-yard pass, the quarterback saw the opposing quarterback intercept it.

7.35 Place names: She was born in Paxton, Ill.

7.36 Scores: Evanston 7, New Trier 6.

7.37 Titles: John Smith, M.D.

7.38 Transitional modifiers—"therefore," "however," and similar connectives: Let us attempt, therefore, to sell more advertising to satisfy our financial needs.

7.39 Words in a series: The Red Sox, Indians and Yankees will finish at the top of the American League in that order. The Cardinals, Pirates or Giants will win the National League pennant. (The current trend seems to be toward omitting the comma before "and" or "or" in a series unless needed for clarity, but "The MLA Style Sheet" recommends that the comma be used before "and" or "or" in a series of three or more words.)

Do NOT use the comma before:

7.40 The ampersand.

7.41 "And"—"or"—unless needed for clarity.

7.42 The dash.

7.43 Jr. or Sr. (Some English teachers and English textbooks insist that the comma is necessary before and after.)

7.44 Roman numerals.

Dash

Use the dash to indicate:

7.45 Interruptions: "I'd like to go," she said, "but I'm—"; His answer—call it that if you must—is utterly incomprehensible.

7.46 Stress words or phrases at the end of a sentence.

7.47 Subtraction when used as minus sign as in temperatures.

Ellipsis

Use the ellipsis to indicate:

7.48 Omissions of content: three periods within sentences and four periods between sentences.

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Exclamation mark

Use the exclamation mark to indicate:

7.49 Exclamatory sentences.

7.50 Imperative sentences if emphatic.

7.51 Surprise, incredulity, or strong emotion.

Hyphen

Use hyphens in:

7.52 Double adjective preceding a noun, red-wrapped package.

7.53 Figures below one hundred, twenty-four, seventy-five.

7.54 Measurement, quantities only if used as an adjective, two piece dress, 5-ft. board, 2-gallon pail.

7.55 Prefixes to proper names, ex-general.

Do not use hyphens in:

7.56 Figures above ninety-nine, two hundred.

7.57 Titles, vice president, attorney general.

Parentheses

Use parentheses to indicate:

7.58 Letters or figures: The sources of revenue are as follows: (1) advertising, (2) circulation and (3) sale of photographs.

7.59 Location: Athens (Ga.) Historical Society.

7.60 Nicknames: Harold (Red) Grange.

Period

Use the period in:

7.61 Abbreviations of degrees, months, names, states, titles and other instances suggested in the section on abbreviations. (Trend toward elimination.)

7.62 Decimals between the integer and decimal: 3.1416.

7.63 Declarative sentences to mark the end.

7.64 Dollars and cents: $14.40 to separate dollars from cents.

7.65 Ellipsis: Use three periods within a sentence and four periods between sentences.

7.66 Imperative sentence to mark the end.

7.67 Do not use period after page number.

Question mark

Use the question mark to indicate:

7.68 Doubt when put in parentheses. The gallant (?) suitor honked his car horn to announce his arrival.

7.69 Interrogative sentences.

Quotation marks

Use double quotation marks to identify:

7.70 Coined, technical, or unfamiliar words.

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7.71 Direct quotations: "It is the newspaper that has made democracy possible," James Bryce once said.

7.72 Slang expressions except in sports stories. (Some textbooks use the term—vernacular.)

7.73 More than one paragraph—open each with quote but only end of last.

7.74 Words being discussed: The term "halftone" refers to a photograph reproduced in a form suitable for letterpress printing.

Use double quotation marks to enclose titles of:

7.75 Articles in publications.

7.76 Books. (Some staffs use bold face or capital letters.)

7.77 Broadcast programs.

7.78 Magazines.

7.79 Motion pictures.

7.80 Newspapers.

7.81 Plays.

7.82 Songs.

7.83 Speeches.

7.84 (Style policies may vary in the publishing of titles. Some staffs italicize book titles.)

Use single quotation marks to indicate:

7.85 Quotations within quotations.

7.86 (All commas and periods should be put inside the quotation marks. The question mark and exclamation mark should be put inside the quotation marks if they are a part of the quotation. The colon and semi-colon should be put outside the quotation marks. Dash also is inside.)

Semicolon

Use the semicolon to separate:

7.87 Independent clauses not separated by a conjunction: Consider this size; it may fit you.

7.88 Independent clauses which use transitional connective: like however, nevertheless, therefore: The money is mine; therefore, I shall spend it as I wish.

7.89 Words or phrases in a series requiring internal punctuation for clarity: Quill and Scroll Society elected Frank Booth, president; David Ormiston, vice president; Jane Wright, secretary; Jane Tharp, treasurer.

8.00 SPORTS

When in doubt, use the form specified in the AP or UPI stlyebook. **Be consistent.**

8.11 Conferences: Always spell out on first use in story, may abbreviate common names thereafter: Big Five Conference, BFC.

8.12 Records: 7-1-2 (wins, losses, ties).

6.13 Scores: Leon beat Choctawhatchee 25-6 (use hyphen) or: Leon 25, Choctawhatchee 6. (No hyphen, comma between.)

8.14 Statistical information: Use figures in combination with

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hyphen and measurement: such as a 13-yard pass; 10-yard gain; 2-yard plunge. Use figures in referring to all statistics: Lossps of 3, 4 and 7 yards.

8.15 Teams: Junior Varsity, JayVees (Capitalize when used as first example. Abbreviate only as in second. Use JV's only in headlines, for brevity.)

8.16 Team positions: In reporting a lineup, refer to position by capitalized abbreviation, without commas: RE John Jones; QB Tom Smith, etc.

8.17 Times: On running events use: 4:43.7, :14.5. For field events use: 14 feet 5½ inches; 52 feet 11¾ inches. For wrestling use: Brown decisioned MacKee, 5-1.

8.18 Yard line: 10-yard marker; Penalized 15 yards, but 15-yard penalty.

9.00 SPELLING

When a general rule has numerous exceptions, the student journalist should memorize the exceptions. He should also use the dictionary to verify spelling.

accommodate	baseball	buses
adviser	basketball	canceled
airline	blond (male)	cannot
anybody	blonde (female)	cafeteria
athlete	bookkeeper	coed
conscience	copyreader	downstretch
conscious	copyreading	dropkick
consensus	criticism	eligible
cooperate	develop	embarrass
coordinate	doubleheader	fairgrounds
fallout	halftime (noun)	homeroom
fieldhouse	handbook	homestretch
fullback	hitchhiker	judgment
goody	homecoming	jukebox
grandstand	homemade	kickoff
kidnaped	newspaperman	recommend
letterman	newsstand	semifinal
lightweight	outfield	semipro
lineup	proofread	shortstop
makeup	proofreading	subcommittee
teenage	underway (adverb)	Vietnamese
textbook	upstate	volleyball
transferred	Vietnam	weekend

Spell with hyphens:

all-star	left-winger
ball-like	old-timer
cross-country	pre-Raphaelite
ex-champion	president-elect
head-on	re-elect
runner-up	thimble-eye
secretary-treasurer	two-thirds
semi-final	un-American
sit-down (adjective)	x-ray (adjective)
so-called	

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Spell as two words:

all right	field goal	left end
baby sitter	good will (noun)	mile relay
box office	head linesman	per cent
box score	home run	personal foul
en route	home town	pole vault
post office	rock 'n' roll	vice president
prize fight	shot put	wash 'n' wear
quarter mile		

9.11 Consonant plus "o": Usually the plural is formed by adding "es" as in buffaloes, but there are many exceptions—pianos.

9.12 Consonant plus "y": Usually the plural is formed by substituting "i" for "y" and adding "es"—fly, flies, but there are exceptions in which the "s" is added to "y"—Kellys.

9.13 Neutral vowels: Vowels are termed neutral or colorless if they are unstressed as is the "e" in bachelor. Correct spellings should be memorized.

9.14 Prefixes: The prefixes do not affect the spelling of the rest of the word.

9.15 "Seed" words: Only one English word ends in "sede"—supersede. Three end in "ceed"—exceed, proceed, succeed. The others end in "cede"—accede, precede, secede.

9.16 Similar sounding words: These include "peace" and "piece," "prophecy" and "prophesy" as well as "accept" and "except" and "irreverent" and "irrelevant." The journalist should study such words until he knows which is which in terms of spelling and meaning.

9.17 Suggestion: Double final consonant and add endings if accent is on **last** syllable:

begin'ning	occur'rence
omit'ted	incur'red
remit'tance	transfer'ring
infer'red	control'led

Double final consonant and add endings if word is **one syllable:**

drop'ping	run-ning

Do NOT double final consonant if accent is on any other syllable than the last:

la'beled	ben'e'fited
to'taling	in'ter'fered

9.18 Suffixes beginning with a consonant: If the words end with a silent "e," the "e" usually is retained—definitely, but there are exceptions—wholly.

9.19 Suffixes beginning with a vowel: If the word ends with a silent "e," the "e" is dropped unless needed to indicate pronunciation—accumulating, but there are many exceptions—courageous, canoeist, dyeing.

9.20 The "ie" and "ei" words. The old rule is:

Write "i" before "e"
Except after "c"
Or when sounded like "ay"
In neighbor and weigh.

Exceptions are numerous: leisure, seize, weird.